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English as a lingua franca and the multilingual classroom

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Experience

Better

Learning



**I'd heard the term
“English as a Lingua Franca”
being used once or twice in the staffroom
but not very often so I thought OK,
it's not that relevant here,
I don't hear people talking about it much,
do I really need to know about this?**

Research participant and teacher (Patsko, 2013, p. 37)

8 things we really need to know

What we can do about these things

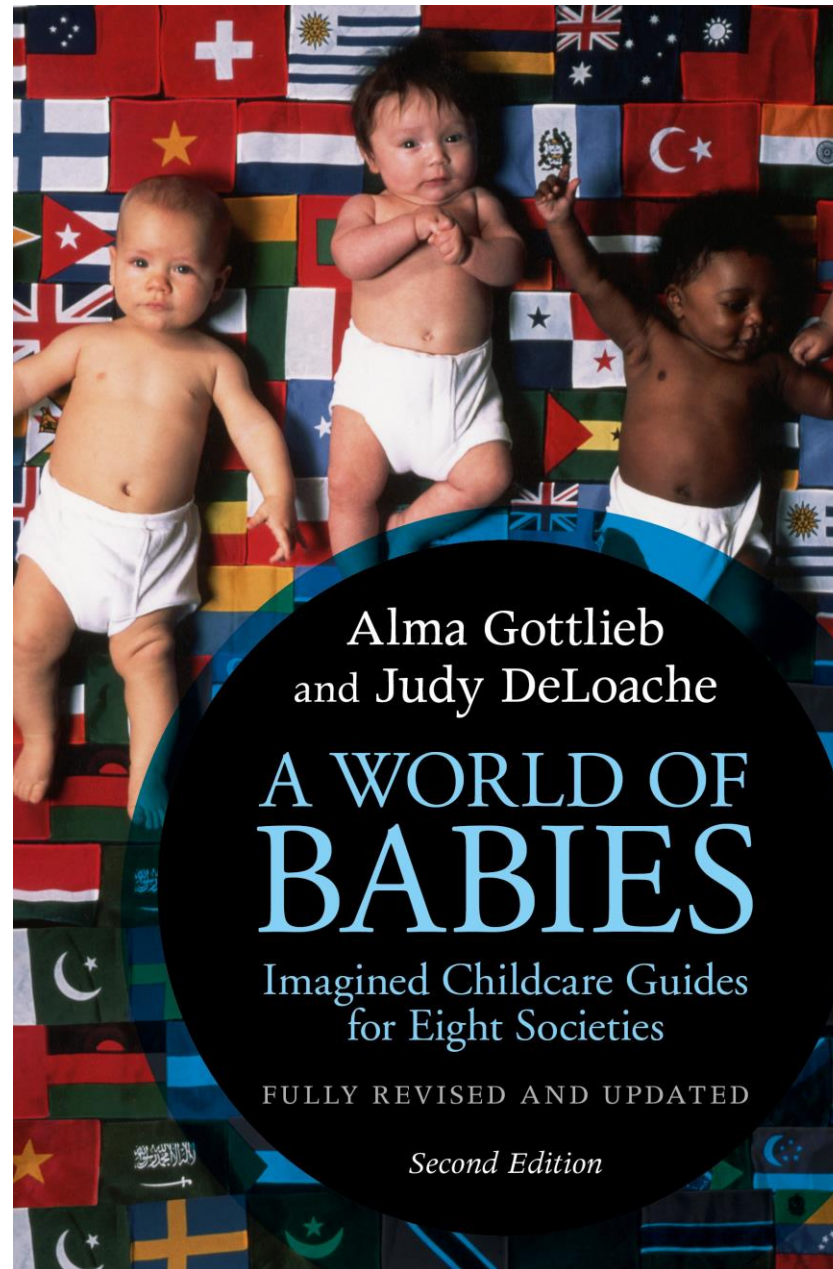
A sociolinguistic gap-fill

1. For every native speaker of English in the world, there are at least 3 non-native speakers.
2. Approximately 80% of spoken interaction in English takes place with no native speakers present.
3. At least 80% of the English language teachers in the world are non-native English speakers.

**For many people in the world today,
English is the “communicative medium of choice
and often the only option”**

(Seidlhofer, 2011, p.7)

4. What is English?



Alma Gottlieb
and Judy DeLoache

A WORLD OF BABIES

Imagined Childcare Guides
for Eight Societies

FULLY REVISED AND UPDATED

Second Edition

**5. Language is not a
thing that can be
owned.**

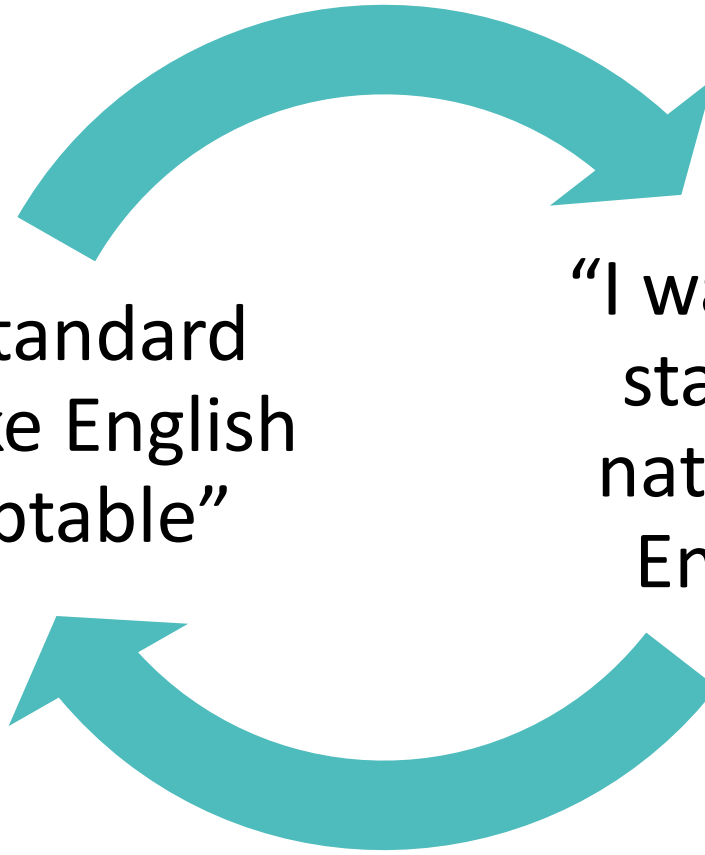


6. English is unlike any other language in how it's being used nowadays.

7. Students want and need to use native-like English.

“Only standard native-like English is acceptable”

“I want only standard native-like English”





8. “When in Rome...”



The multilingual classroom

Raising awareness

- of one's own voice
- of others' voices
- of real-world communicative needs
- of language in context

“How would you say [...]? Is it similar or different to speaker X? How? Why?

What are some other ways we can say it?”



Needs analysis



Step 3: student-student dictation
Each student reads his/her sentence twice.

How to do a pronunciation needs analysis with a multilingual class



ELF Pron



17

553 views

<https://elfpron.wordpress.com/2013/11/21/needs-analysis-multilingual/>

Finding common needs

	Italian	French	Spanish	Russian	Japanese	Portuguese	Arabic	German	Polish	Chinese	Turkish	Hungarian	
<i>My students:</i>													
SONANTS	/p/ (aspirated)												
	/p/ (in general)							word-initially (some speakers)			between vowels and before /æ/		
	/b/			between vowels; contrast with /v/		contrast with /v/		contrast with /p/			before /æ/		
	/t/ (aspirated)												
	/t/ (in general)		word-finally			before /ɪ/, /i:/, /ʊ/ and /u:/	before /ɪ/ and /i:/		word-initially (some speakers)		between vowels		
	/d/			between vowels		before /ɪ/, /i:/, /ʊ/ and /u:/	word-finally; before /ɪ/, /i:/ and /e/						
	/k/ (aspirated)												
	/k/ (in general)							contrast with /g/	word-initially (some speakers)			between vowels	
	/g/			between vowels	word-initially (some speakers)	between vowels		contrast with /k/					
	/f/					contrast with /h/				contrast with /h/ (some speakers)	before /æ/		
	/v/			contrast with /b/	word-initially (some speakers)	contrast with /b/		contrast with /f/			contrast with /w/ and /f/	before /æ/ and contrast with /w/	
	/s/	before /m/, /n/ and /l/	word-finally	word-finally (some speakers)		before /ɪ/ + /i:/	between vowels		word-initially		contrast with /ʃ/ (some speakers)		
	/z/	word-initially				word initially and before /ɪ/ and /i:/	word-finally						

<https://elfpron.wordpress.com/2013/12/08/elf-in-a-multilingual-class-finding-common-needs/>

Communication strategies

- **Reformulation, circumlocution (e.g. Taboo)**
- **Checking & signalling understanding**
- **Overlap/turn-sharing (e.g. “yeah” + *repeat*)**
- **Explicit (para)phrasing (spelling things out)**
- **Record & reflect on strategic moves**

(Ollinger, 2012)

Which strategies do/could I use here?

- Reformulation, circumlocution
- Checking & signalling understanding
- Overlap/turn-sharing
- Explicit (para)phrasing

So first of all, my name and what I do: my name is Laura Patsko and actually, I wear a number of different hats. My full-time job is working as Senior ELT Research Manager at Cambridge University Press, where I consult, commission and conduct research into language learning and teaching.

Outside my main job, I also work as Editor of *Speak Out!*, the journal of the IATEFL PronSIG (Pronunciation Special Interest Group), and I write about ELF (English as a Lingua Franca), focusing on teaching materials and resources related to pronunciation and accents, for a website called ELFpron which I started with my colleague Katy Simpson in 2013.

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Something to
take away...

Can I believe this?

Must I believe this?

(Dawson et al, 2002, p. 1385)



Thank you

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Slides available at

elfpron.wordpress.com

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